



SciMathMN *E-formation Issue Update*

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Movie Encouraging Discussion of Intelligent Design in Schools Hits Theatres Friday, April 18th

EXPELLED: No Intelligence Allowed, is a feature film where actor, author, speechwriter and quiz show host Ben Stein praises faculty members who have tried to incorporate intelligent design into high school and college science classrooms. The site for the PG13 movie (<http://www.getexpelled.com>) includes a blog, movie trailers, theatre locator, and information for students and leaders to order kits, t-shirts, caps, wristbands, whistles and other apparel. The movie is slated to debut in over 1000 theatres nationwide, including at least 25 in Minnesota. The **Expelled Resource and Event Kit**, according to the movie's website, is designed *"to help you engage in this debate. We hope you will use your influence as a leader to promote a careful, balanced look at BOTH sides of this debate, not just the Darwinist viewpoint! . . . to create an event, teaching, sermon, discussion or debate to engage and educate others."* (retrieved 4/13/08 www.getexpelled.com).

What resources might help Minnesota school district staff and those interested in high quality science education respond to Intelligent Design initiatives?

1. SciMathMN website

<http://www.scimathmn.org/science.htm>

SciMathMN believes **Evolution is Essential Science**. The Theory of Evolution is as central to modern biology as the Theory of Plate Tectonics is to geology, and as the Theory of Relativity is to physics. . . There are simply no scientifically sound competing theories to the Theory of Evolution today. No small part of the evolution controversy stems from differences in the everyday use of the word "theory" by scientists and non-scientists. Outside of the scientific community, the word "theory" is used the same way scientists use the word, "hypothesis", but for scientists, a theory is a concept that is upheld in countless scientific tests and explains observed phenomena. A scientist doesn't start from scratch; instead, s/he begins with an understanding of the accepted science, and works from there. . . Teaching our students otherwise leaves them insufficiently prepared in knowing the main ideas of science. Read the complete statement at

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2. **[National Center for Science Education](http://ncseweb.org)** (NCSE)website

<http://ncseweb.org>

NCSE defends the teaching of evolution in the public schools and will post a response to the movie, lists of reviews, suggested action steps and resources on the NCSE website April 15th. NCES has several resources to support the teaching of evolution, including position statements from many professional organizations.

3. **[National Science Teachers Association](http://www.nsta.org)** (NSTA)

<http://www.nsta.org>

NSTA has a [position statement](#) and [additional resources](#) supporting the teaching of evolution.

4. **[Minnesota Citizens for Science Education](http://www.mnscience.org)** (MNCSE)

<http://www.mnscience.org>

MNCSE is a local group which is working to assure the teaching and learning of evolutionary biology and other sciences in Minnesota classrooms. Check out their website for helpful resources and notice of the **Evolution 2008 Workshop** for K-12 educators at the Bell Museum in June.

What's at stake?

Students need a science education well-grounded in the important ideas of science to build their personal capacity to succeed and to contribute to our state's workforce. A workforce lacking a strong understanding of the key ideas in science will weaken Minnesota businesses and industries and contribute to the waning of US's role as an international leader in science and technology.

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